

Lecture 2, Handout 1

Case Study Questions

- At 4 years of age, what were the initial markers of language disorders?
 - **didn't follow directions well**
 - **limited speech intelligibility**

- From Kindergarten to Grade 5, what new features of language disorders emerged? What features were no longer apparent?
 - **he needed help responding to questions of his listener because he wasn't understanding**
 - **problems asking questions especially when he didn't understand, because of lack of comprehension**
 - **selective comprehension of what he enjoyed**
 - **phonologically unable to blend sounds**

- From Grades 6 to 9, what additional features of language disorders emerged? What improvements did he make?
 - **his speech was very egocentric, wouldn't follow up. not great at turn taking**
 - **he had difficulty reading non verbal language**

- From Grades 10 to 12, what additional features of language disorders emerged? What improvements did he make?
 - **improved on turn taking. as school got harder, he found it more difficult to understand it**
 - **emotions were difficult to understand**
 - **had trouble producing complicated sentence**

- At age 19, what additional features of language disorders emerged? What improvements did he make?

- **he has difficulty in social inferences in spoken language and text as well as abstract concepts and verbal logic.**
 - **he devotes a large amount of energy in peer interaction**
 - **gets better at peer interaction by practicing conversational skills**
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- How did improvements in language functioning improve the quality of Cody's life?
 - **he has been able to keep a part time job and find a voice. additionally, he has found conversational strategies that allow him to form meaningful bonds and use language appropriately in conversations. he says that this understanding has opened doors for him socially. also, by being able to communicate he can collaborate with his parents to improve quality of life**
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- Why didn't his teachers provide Cody with more support to interact with his peers?
 - **because he was eager to interact with other people and to laugh at jokes, feigning being comfortable, this did not flag him as a person that would need additional help socially. the teachers would give him tasks and because he demonstrated understanding when nodding his head, his lack of comprehension was understood as noncompliance. if there were physical warning signs it would have been easier**
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- Why does language disorder impact on a child's social and emotional wellbeing?
 - **language is a huge part of society, which effects development socially**